DOCUMENT RESUME

ED 221 439 SO 014 274

TITLE	Summer Institute for Advanced Study on Educational Research for Asian Americans. Final Performance Report (November 1, 1978-October 31, 1979).
INSTITUTION	Berkeley Unified School District, Calif. Asian American Bilingual Center.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
PUB DATE	31 Oct 79
GRANT	NIE-G-79-0010
NOTE	20p.; For a related document, see SO 014 275.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Asian Americans; Communications; *Educational Research; *Institutes (Training Programs); Internship Programs; Program Descriptions; Program Evaluation; Research Skills; Skill Development; *Summer Programs

ABSTRACT

This performance report of the Summer Institute for Advanced Study on Educational Research for Asian Americans describes and evaluates the activities conducted from November 1, 1978 through October 31, 1979. The primary object of the project was to increase the participation of Asian Americans in the field of educational research and development. Specifically, the project sought to establish an informal communication network among researchers interested in educational research, to create a forum for the exchange of knowledge and discussion of challenging problems, and to increase the research skills of the participants. A chronological report of activities is provided. In July of 1979, an institute was held on the Berkeley campus of the University of California. Lectures, seminars, and special presentations were offered to the 24 participants during the institute. An internship program immediately after the institute allowed nine interns to gain practical research skills in research organizations. A participant list is included. The second part of the report summarizes the evaluation procedures and results. Evaluation data were collected through questionnaires from the lecturers and the participants. The institute's objectives were achieved. Overall, the participants rated the institute good or excellent. (Author/RM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221439

ASIAN AMERICAN BILINGUAL CENTER
2168 Shattuck Ave., 3rd floor
Berkeley, CA 94704 (415) 848-3199

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SUMMER INSTITUTE FOR ADVANCED STUDY

ON

EDUCATIONAL RESEARCH FOR ASIAN AMERICANS

Final Performance Report

November 1, 1978 - October 31, 1979

SO 014 274

I. Introduction

This is the final performance report of the project "Summer Institute for Advanced Study on Educational Research for Asian Americans." The primary object of the project is to increase the participation of Asian Americans in the field of educational research and development. Specifically, the project sought to establish an informal communication network among the researchers interested in educational research, to create a forum for the exchange of knowledge and discussion of challenging problems, and to increase the research skills of the participants.

First, from July 5-20, 1979, an institute was held on the Berkeley campus of the University of California. Lectures, seminars and special presentations were offered to the 24 participants during the institute. Second, an internship program immediately after the institute allowed nine interns to gain practical research skills in research organizations.

This performance report describes activities conducted between November 1, 1978 through October 31, 1979.

II. Report of Activities

This chapter is divided into two sections. The first is a chronological report of activities conducted between November 1, 1978 through October 31, 1979. The second is a summary of the evaluation procedures and results.

CHRONOLOGICAL EVENTS

In October 1978, the National Institute of Education (NIE) notified the Asian American Bilingual Center (AABC) of the Berkeley Unified School District (BUSD) that AABC's proposal for a "Summer Institute for Educational Research on Asian Americans" (79 SI) had been approved. The grant award was effective November 1, 1978 through October 31, 1979.

A press release about the 79 SI was sent to fifteen newspapers and newsletters throughout the country: Philippine News, East West, San Francisco Journal, Philippine Times, PAC Memo, Pan Asian Bulletin, AAMHRC Newsletter, Bridge, Jade, Amerasia Journal, Forum, The newsletter of the Division of Asian American Affairs, The newsletter of the Organization of Chinese American, Hokubei, Mainichi, and Pacific Citizen. In addition to the press release, an information and application brochure was prepared. On December 15, 1978, one thousand copies of the brochure were printed and sent out according to the AABC mailing list. The application deadline was February 28, 1979.

In December, the project director attended the conference organized by the Women and Minorities Program of the NIE for project personnel. The project director received technical information on the management of

the project and established communication with other project directors during the conference.

In January, the University of California at Berkeley agreed to host the 79 SI. All lectures, seminars would be held on the Berkeley campus. Living accomodations in student dormitories, library privileges and recreational facilities would also be available to the participants.

By February 28, 1979, the application deadline, 29 applications had been received. Sixteen prospective applicants asked for an extension because they received their application forms late. The deadline was moved to March 31, 1979. Altogether 46 applications were received but only 30 submitted complete application materials which included, in addition to the application form, a resume of academic training and research experiences, a statement of career and research intentions, and two letters of recommendation or samples of published or unpublished work. Those 30 applicants were notified of their acceptance on March 31, 1979. Those who applied for travel grants and living stipends were also notified of their awards.

All lecturers confirmed their participation by April 30, 1979. However, one lecturer, Dr. Charles Chen of the University of California at Los Angeles, was killed on the DC-10 that crashed in Chicago in May 1979. Dr. Rudolf Schmerl of the University of Michigan was invited to fill the vacant slot.

The project made arrangements with four research organizations to place several 79 SI participants as interns on existing research projects.

The organizations were the Far West Lab for Educational Research and Development, RMC Research Corporation, American Institute of Research and Addison-Wesley Publishing Company. Placements would be made during the SI when the candidates would be interviewed by the staff of the organizations involved. The SI was held from July 5-20, 1979. Of the 30 fellows admitted, 24 were present and attended the following lectures, seminars, and special presentations:

LECTURES:

- Educational research for the classroom: keeping it simple and practical. By Alfredo Lagmay
- Research considerations in both bilingual and multicultural education. By John Lum
- The art of grantsmanship. By Rudolf Schmerl
- American models of early childhood education and the Asian American child. By Harold Murai
- Rules of thumb from the literature on research and evaluation. By Morris Lai
- Research methodology: with special consideration for conducting Asian American studies. By Lily Chu
- Social competence within multi-ethnic context. By Lee C. Lee
- First and second language acquisition studies on Filipino children. By Teresita Ramos and Rosita Galang.
- Review of current psychological research on the development of Asian American children. By Kenyon Chan.
- Educational Equity. By Marjorie Lee.

SEMINARS:

- Analytical method for educational theories and issues. By Cho-Yee To
- On subject matters: The major pshychological categories. By Alfredo Lagmay
- American models on early childhood education and the Asian American child. By Harold Murai
- Some in-depth research considerations in both bilingual and multi-cultural education. By John Lum
- Educational evaluation. By Morris Lai
- Working with children. By Lee C. Lee
- The art of grantsmanship. By Rudolf Schmerl
- Second language pedagogy. By Teresita Ramos and Rosita Galang
- The voucher system: striving for equality in an unequal system. By Marjorie Lee
- Current status and future direction of Asian American studies. By Lily Chu
- Researching the influence of culture and socio-economic status on the child's psychological and educational development. By Kenyon Chan

SPECIAL PRESENTATIONS:

- Special efforts on increasing the participation of Minorities and women in educational research. By Gwendolyn Baker
- The relationship of cognitive styles, intellectual development, language, and school adjustment variables as predictors to school success among eight different ethno-linguistic groups. By Ed DeAvila

- The shame factor. By Masayuki Sato
- Education and family planning. By Janet Wang
- The Vietnamese of New Orleans. By Rawlein Soberano
- Double harness thinking. By Wayne Wang and Virginia Cerenio
- Factors in school achievement of Asian Americans. By Tetsuo Okada
- Error analysis of English speech of Cantonese speakers. By Shing-Mei Altman
- Critical issues of bilingual education program in New York public schools. By Bau-Duan Huang
- Research in bilingual/bicultural education. By Aida Joshi
- Federal policy on adult education. By John Wu
- Research design on early childhood development for Asian and
- Pacific American families. By Amado Cabezas

There were eleven lecturers, nine special presenters and 24 fellows at the Summer Institute. Five of the lecturers were Asian American males, five female Asian American females, and one Jewish American male. Of the nine special presentors, seven were Asian American (five males, two females), one Black female and one Mexican American male. The 24 fellows included ten Asian American males, thirteen Asian American females, and one Euro-American female. The following is a list of the lecturers, special presenters, and fellows:

SUMMER INSTITUTE ON EDUCATIONAL RESEARCH

FOR ASIAN AMERICANS, JULY 5-20, 1979

1. Lecturers and Special Presenters

Dr. Gwendolyn Baker, Chief
Minorities & Women's Program
National Institute of Education
1900 12th St., N.W.
Washington, D.C. 20208

Dr. Amado Cabezas
ASIAN, Inc.
1610 Bush St.
San Francisco, CA 94109

Prof. Kenyon Chan
Graduate School of Education
University of California
405 Hilgard Ave.
Los Angeles, CA 90024

Dr. Mae Chu-Chang
National Institute of Education
1200 19th St., N.W., Room 818
Washington, D.C. 20208

Prof. Lily Chu
College of Education
The Educational Research Center
Box 3R
Las Cruces, NM 88003

Dr. Ed DeAvila
DeAvila, Duncan & Associates, Inc.
P. O. Box 770
Larkspur, CA 94939

Prof. Rosita Galang
School of Education
University of San Francisco
San Francisco, CA 94117

Prof. Aida Joshi
Multicultural Program
University of San Francisco
San Francisco, CA 94117

Prof. Alfredo Lagmay
Department of Psychology
University of the Philippines
Diliman, Quezon City
Republic of the Philippines

Prof. Morris Lai
Univ. of Hawaii at
Manoa
Castle Memorial Hall 132
1776 University Ave.
Honolulu, HI 96822

Prof. Lee C. Lee
Dept. of Human Development
and Family Studies,
MVR G-52
Cornell University
Ithaca, NY 14853

Prof. Marjorie Lee
School of Education
California State University
6000 J Street
Sacramento, CA 95819

Dr. John B. Lum
1530 O'Farrell St., #3
San Francisco, CA 94115

Prof. Harold Murai
School of Education
California State University
6000 J Street
Sacramento, CA 95819

Dr. Tetsuo Okada, Office of PP&E
Office of Education
400 Maryland Ave., S.W.
Room 3040
Washington, D.C. 20202

Prof. Teresita Ramos
Dept. of Indo-Pacific Languages
University of Hawaii
2528 The Mall
Honolulu, HI 96822

Prof. Rudolf Schmerl
8832 S. 18th Street
Phoenix, AZ 85040

Prof. Cho-Yee To
School of Education
Chinese University of Hong Kong
Shatin, New Territories
Hong Kong

Mr. Wayne Wang & Ms. Virginia
Cerenio
Asian American Bilingual
Cross-Cultural Material
Development Center
615 Grant Ave., 2/F
San Francisco, CA 94108

Mr. John Wu
National Advisory Council on
Adult Education
425 13th St., N.W.
Pennsylvania Bldg., Suite 323
Washington, D.C. 20004

2. Participants

Mrs. Shing-mei Altman
9631 Basket Ring Rd., #3
Columbia, MD 21045

Educ.: M.A. Candidate in Bilingual Education
Temple University
Philadelphia, Pennsylvania

Emp.: Bilingual Education Program
Baltimore City Public Schools
Baltimore, Maryland

Research Interests: Research in Bilingual Education

Ms. Paula Bagasao
3655 Westwood #4
Los Angeles, CA. 90034

Educ.: Ph.D. Candidate in Higher Education
University of California
Los Angeles, CA

Emp.: Counseling Consultant
Pasadena Community College
Pasadena, CA

Res. Int.: Career Aspirations of Asian American College Students

Ms. Victoria Owyang Chan
2073 Mesa Verde Drive
Milpitas, CA 95035

Educ.: Ph.D. Candidate in Mathematics Education
Stanford University
Stanford, CA

Emp.: Research Assistant in Mathematics Component of Stanford University Teacher Corps Project
Stanford University
Stanford, CA

Res. Int.: Methodology of teaching mathematics, cultural effects on teaching and learning mathematics, development of mathematics curriculum for different students

Prof. Betty Chang
1132 Chantilly Road
Los Angeles, CA 90024

Educ.: Doctor of Nursing Science, 1977
University of California
San Francisco, CA

Emp.: Assistant Professor in School of Nursing
University of California
Los Angeles, CA

Res. Int.: Attitudes of Chinese youths toward the elderly

Prof. Winston Chao
Dept. of Social Services CC331
University of Wisconsin
Green Bay, WI 54302

Educ.: Ph.D. Candidate in Sociology of Education
University of California
Berkeley, CA

Emp.: Assistant Professor in Department of Social Services and Sociology
University of Wisconsin
Green Bay, WI

Res. Int.: Interrelationship of social organization and the development of ethnic community education of Canadian Chinese

Ms. Christinia Cheung
530 Oak Grove Ave., #107
Menlo Park, CA 94025

Educ.: Ph.D. Candidate in Curriculum and Teacher Education
Stanford University
Stanford, CA

Emp.: Asian American Field Specialist
National Clearinghouse for Bilingual Education
Menlo Park, CA

Res. Int.: Effects of socialization on the child's learning in school of a second language

Mr. Gilbert Cho
15 Sparhawk St., #2
Brighton, MA 02135

Educ.: Ph.D. Candidate in Graduate School of Education
Harvard University
Cambridge, MA

Emp.: Student Intern
Boston Regional Office of the Office for Civil Rights
Boston, MA

Res. Int.: Monitoring the Cambridge Lau Bilingual Compliance Plan

Dr. Margaret Deffterios
638 36th Avenue
San Francisco, CA 94121

Educ.: Ed.D. in Social Science and Biological Science
University of California
Berkeley, CA

Emp.: Administrator
San Francisco Unified School District
San Francisco, CA

Res. Int.: Federal and State legislation in bilingual education

Ms. Colleen Gee
815 Coventry Court
Sunnyvale, CA 94087

Educ.: M.A. in Counseling Psychology
University of Santa Clara
Santa Clara, CA

Emp.: Principal
Chinese American Citizens League Chinese School
San Jose, California

Res. Int.: Developing a program to promote Chinese language and culture in a Chinese language school

Mrs. Grace Guthrie
1914D Orchard
Urbana, IL 61801

Educ.: Ph.D. Candidate in Educational Psychology
University of Illinois
Urbana, IL

Emp.: Research Assistant
Office of Bilingual Education
Midwest Organization of Materials Development
Urbana, IL

Res. Int.: Identification of specific cultural factors which influence Chinese-American children's use of directives

Mr. Roderick Hong
17 Stanford Heights
San Francisco, CA 94127

Educ.: M.A. in Counseling and Pupil Personnel Crendential,
San Francisco State University
San Francisco, CA

Emp.: Bilingual Teacher and Counselor
Roosevelt Junior High School
San Francisco, CA

Res. Int.: Implementation of bilingual/bicultural program at Roosevelt Junior High School

Mr. Bau-Duan Huang
58-30 79th Avenue
Glendale, NY 11227

Educ.: Ph.D. Candiate in Educational Administration
Columbia Teachers College
New York, NY

Emp.: Bilingual Teacher
Public School 124, Manhattan
New York, NY

Res. Int.: Investigation of the conflict between the educators' perception of bilingual/bicultural programs and the parents' perception of bilingual/bicultural education

Ms. JoAnn Izu

49D Escondido Village
Stanford, CA 94305

Educ.: Ph.D. Candiate in Sociology and Education
Stanford University
Stanford, CA

Emp.: Research Assistant
Sociology Component
Institute for Research on Educational Finance and Governance
Stanford University
Stanford, CA

Res. Int.: Organizational theory and social-psychological theories of self-evaluation

Mr. Tony Lam
19025 56th Lane NE
Seattle, WA 98155

Educ.: Ph.D. Candidate in Educational Psychology with a Major in Measurement, Statistics, and Research and a Minor in Bilingual Education
University of Washington
Seattle, WA

Emp.: Teaching Assistant in Basic Educational Statistics
University of Washington
Seattle, WA

Res. Int.: Study of cognitive and personality variables in individual styles of learning and their implications in bilingual education; study of interactive effects of teaching strategies and limited English language skills Students' characteristics, and degrees of proficiency in both English and first language on academic performance and affective outcomes; assessment and evaluation of LELS students' language proficiences, academic achievements, and psychological mental health

Mr. Teresito Laygo
42 Southdale Ave.,
Daly City, CA 94015

Educ.: Ph.D. Candidate in Multicultural Education
University of San Francisco
San Francisco, CA

Emp.: Curriculum Evaluator
Asian American Bilingual Center
Berkeley, CA

Res. Int.: Research methodology in language planning

Mr. Masayuki Sato
483 Calero Ave.
San Jose, CA 95123

Educ.: Ph.D. Candidate in Social Clinical Psychology
The Wright Institute

Res. Int.: The study of aspects of personality, attitudes, and behavioral characteristics among five generations of Japanese-Americans (Issei, Nissei, Sansei, Yonsei, Gosei) in order to formulate criteria for identifying the national character of Japanese-Americans

Prof. Rawlein Soberano
3621 Rue Mignon
New Orleans, LA 70114

Educ.: Ph.D., 1974
St. John's University
New York

Emp.: Assistant Professor of History and Sociology
Our Lady of Holy Cross College
New Orleans, Louisiana

Res. Int.: Curriculum development and research in bilingual multicultural education for Asian Americans

BEST COPY AVAILABLE

Ms. Carol Tanimoto
c/o JoAnn Izu
490 Escondido Village
Stanford, CA 94305

Educ.: M.A. in Mathematics Education, 1979
Stanford University
Stanford, CA

Res. Int.: Application of mathematical methods (statistics, measurement theory, computers) to educational research

Mr. Chui-Lim Tsang
Hulme 6C
Stanford, CA 94305

Educ.: Ph. D. Candidate in Linguistics
Department of Linguistics
Stanford University
Stanford, CA

Emp.: Teaching Fellow in Cantonese
Department of Asian Languages
Stanford University
Stanford, CA

Res. Int.: Study of tense markers hui and yao in Mandarin Chinese

Prof. Janet Wang
230 Poplar Drive
Morgantown, WV 26505

Educ.: Ph.D. Candidate in International Development, Education, Anthropology, and Transcultural Nursing
University of Pittsburgh
Pittsburgh, PA

Emp.: Assistant Professor of Nursing
School of Nursing
West Virginia University
Morgantown, West Virginia 26505

Res. Int.: Comparative study of Chinese and American birth rituals

Mr. Henry Woon
3315 Maple Ave.
Oakland, CA 94602

Emp.: Education Program Officer
U.S. Office of Education
50 UN Plaza
San Francisco, CA

Ms. Grace Yun
174 Davis Street
Hamden, CT 06517

Educ.: Ph.D. Candidate in Administration and Policy in Urban Education
Fordham University
Lincoln Center
New York, NY

BEST COPY AVAILABLE

Ms. Sandra Yuen
2295 Columbia Street
Palo Alto, CA 94306

Educ.: Ph.D. Candidate in Child Development and Early Education
Stanford University
Stanford, CA

Res. Int.: Bilingual/bicultural education and ethnic self-esteem

Ms. Josephine Yung
5200 University Way NE, #502
Seattle, WA 98105

Educ.: Ph.D. Candidate in Higher Education with Minor in ESL and Bilingual Education
University of Washington
Seattle, WA

Emp.: Bilingual Services Aide
ASA Mercer Junior High School
Seattle, WA

Res. Int.: Teacher-training and continuing education of bilingual and ESL teachers

Prospective interns visited the research organizations during the two weeks of the SI. Five involved in the internship program were placed in these organizations. Four more research organizations outside the Bay Area were contacted about participating in the program. Four more interns were placed in these organizations.

After the second day, two interns who were placed in the American Institute of Research (AIR) complained about the type of work assigned to them. They claimed that they were used as cheap labor to do menial work. Negotiations between the project director and AIR did not alleviate the problem. Upon the suggestion of the project director, the internships at AIR were terminated and transferred to other organizations. The following is a list of the interns and the organizations in which they were placed.

Asian American Bilingual Center, Berkeley, CA.	Bob Bauer
Addison-Wesley Publishing Company, Menlo Park, CA.	Victoria O. Chan
Far West Lab, San Francisco, CA.	Grace Guthrie Joanne Izu
Higher Education Research Institute, Los Angeles, CA.	Paula Bagasao
Comprehensive Math Project University of Hawaii, Honolulu, HI	Carol Tanimoto
RMC Research Corporation, Mountain View, CA.	Tony Lam Sandra Yuen
School of Communication University of Washington, Seattle, WA.	Josephine Yung

Upon completion of their internships, three interns were offered positions at their research organizations. One intern, Ms. Sandra Yuen, accepted the offer and is currently working at RMC Research Corporation.

EVALUATION

Evaluation data on the Summer Institute were collected through questionnaires from the lecturers and the fellows. The lecturers and the fellows also participated at an open session on the last day of the 79 SI when everyone commented on all aspects of the SI. Most comments were constructive. Many suggested specific objectives for the 1980 Summer Institute.

Overall, participants rated the Institute good or excellent. Many stated that it was very well organized, especially for an institute being held for the first time. The participants rated the facilities good or average. Most said that the accommodations were what they expected, being standard accomodations for graduated students.

All participants thought well of the opportunity to meet others in the field of education research. This provided them with encouragement and mutual support. Everyone agreed that the informal network established by the Institute would be the most successful aspect of the Institute.

For the 1980 Summer Institute, most suggested that it be held in July or August on the East Coast in order to attract more participants from that region. All felt that the contents of the SI should be more rigorous and structured. The courses offered should emphasize new research methods. For example, everyone suggested that a course on ethnography be offered. It was also suggested that the Institute accept only fellows who have completed basic graduate training at universities. This would help narrow the range of proficiency levels

in research methodology and help lecturers design courses. More informal sessions, where fellows could interact and exchange ideas, were also suggested. Both the fellows and lecturers suggested that there be a small group of "resident lecturers" who can stay in the dormitory with the fellows to provide more opportunity for interaction.

The evaluation data of the internship program were collected from the interns and the research organizations through questionnaires and informal interviews. All the interns commented that the internship program was valuable. They gained actual practical research experience, and established connections with the educational research community. Specifically, they gained insight into the management of large-scale studies, the preparation of proposals, decision making processes, and analysis of "real" data. Those who completed their internship at non-university affiliated research organizations expressed that they gained wider perspectives on educational research and job opportunities. The research organizations also commented positively on the internship program. Many of them had existing recruitment programs for minorities and women. However, none was successful in recruiting Asian American researchers. The internship program brought prospective Asian American researchers into these organizations and complemented their ongoing efforts. Four of the research organizations indicated they would welcome the same program in the coming year. Three of the interns were offered permanent staff positions.

The project cooperated with L. Miranda and Associates in designing an overall evaluation plan of the Minorities and Women Program. Staff

members of L. Miranda and Associates visited the project twice, once in August and another time in October. They met with the project director, BUSD officials, the fellows, lecturers, interns, and representatives of the research organizations hosting the internships. Data was collected mainily through interviews. Relevant documents were also submitted by the project director to L. Miranda and Associates to supplement their data.

III. Conclusion

Overall, the Summer Institute was a success. The project accomplished its three objectives: 1) to build a network of educational researchers interested in research related Asian Americans; 2) to create a forum for the exchange of knowledge and the discussion of challenging educational problems; and 3) to sow fresh ideas in the field of educational research.

The internship program of the Summer Institue was especially successful. It was beneficial to both the interns and the research organizations hosting the interns. The interns acquired practical experiences which is not available through standard graduate school curriculum. The internship program also aided the research organizations in their attempt to recruit more minorities and women.

But there is always room for improvement. Future institutes should emphasize the quality and coordination of the contents of the courses. It was suggested that the 1980 SI be held on the East Coast to attract participants who were not able to come to the West Coast, and the 1981 SI in Honolulu where there is a large population of Asian and Pacific Americans.